

**GLEN ROCK MIDDLE SCHOOL
STUDENT HANDBOOK
2020-2021**

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Name _____

Grade/Team _____

Homeroom _____

GLEN ROCK SCHOOL DISTRICT ADMINISTRATION

Dr. Brett Charleston, Superintendent of Schools
Dr. Gregory Van Nest, Assistant Superintendent
Mr. Michael Rinderknecht, Business Administrator/Board Secretary
Dr. Kathleen Regan, Director of Curriculum & Instruction
Mrs. Michelle Giurlando, Director of Student Personnel Services
Mrs. Jennifer MacKay, Director of Special Services
Allison De Meulder, Director of Community School
Robert McCorry, Director of Security / Attendance Officer
Mr. Frank Violante, Director of Athletics/Health & PE
Mr. Paul Cusack, K-12 Supervisor of Instructional & Educational Tech/Media Center
Ms. Michelle Della Fortuna, K-12 Supervisor of Mathematics
Mrs. Shari Krapels, K-12 Supervisor of English/Language Arts
Mr. Richard Santos, Network Administrator
Mr. Donald Mutch, Interim Supervisor of Buildings & Grounds

WELCOME TO GLEN ROCK MIDDLE SCHOOL

Glen Rock Middle School is a special place for you to grow academically, socially, and emotionally. Your teachers, counselors and administrators are interested in helping you develop into a successful student.

We expect you to accept the challenges, responsibilities, and the many opportunities Glen Rock Middle School offers. Strive for excellence, be dedicated to your own educational goals, and make positive contributions to our school and community.

This Student Handbook/Agenda is designed to help you at Glen Rock Middle School. It contains an explanation of rules and procedures to provide an environment that is safe, engaging, and free of distractions. The agenda also serves as an assignment book for daily and long-term assignments. We ask that you bring the agenda to each class and home daily to share with your parents. It is also important to review class Schoology pages as they are updated often.

Your teachers, guidance counselor, and other staff members are available for your assistance during the school year. We believe that when students, teachers, and parents work together, it provides a successful experience for everyone at Glen Rock Middle School.

ATTENDANCE

Daily attendance in all classes is essential for the successful completion of course requirements. The Glen Rock Middle School staff is committed to students attending school every day and being present in every class. Pupil attendance is subject to review by the administration and parents/guardians will be notified if their child's attendance falls short of the expectations.

A student is officially absent when recorded absent from school or an assigned class. Parents should call the **MS Office (201 445-7700 x 8931)** as early as possible in the morning to report the reasons for, and the expected duration of an absence. Students who are absent or suspended from school are not permitted to participate in any school-related activity, after school activity, or evening performance. Additionally, the administration has the right to exclude students from participating in activities that are deemed a privilege if they exhibit poor school attendance. These activities include but are not limited to: field trips, dances, extracurricular events, activities, and any other school sponsored event.

According to New Jersey School Law, personal illness, quarantine, death in the immediate family, and religious holidays are the only legal excuses for school absence. While these are legitimate reasons, all absences will count towards the total number of absences reviewed by the administration. These absences may not exceed 10% of class meetings.

EARLY DISMISSAL

Appointments for students should be made outside of school hours. Early dismissal should be requested only when no other reasonable alternative is available. Only an administrator may grant permission for early dismissal. **If a student must be excused from school before dismissal, a request in writing must be presented to the MS Office.** The student must be signed out by a parent/guardian at the **Security Desk** before leaving the building and then report back to the main office in if they return to school.

LATENESS

Lateness to school and/or to class shall be treated within the guidelines of the regular disciplinary code of the school. Teachers shall initiate parent conferences and schedule detention in order to change the student's behavior. When such measures fail to achieve the goal of prompt attendance, the teacher shall notify the administration when a student is late to school or class five (5) times in any marking period.

If after meeting with administration, the student continues to arrive to school late, the administration has the right to exclude the student from participating in activities that are deemed a privilege. These activities include but are not limited to: field trips, dances, extracurricular events, pool party and any other school sponsored event.

Students arriving late **report to the MS Office** with a note explaining the tardiness. The student will sign in using the attendance kiosk outside of the main office.

HOMEWORK

Homework is an integral part of the curriculum and will be assigned regularly in most subjects. It is the student's responsibility to complete the required assignments according to the teacher's directions. Parents may request homework assignments if a student has been absent for at least two consecutive days, or a long-term absence is expected. To request homework, a parent should call the **Guidance Office (201-445-7700 x 8918)** and give the student's name, grade level, and anticipated dates of absence. After 24 hours, the parent may pick up the homework assignments, and any necessary textbooks, in the guidance office. Upon his/her return, the student is responsible for asking the teacher for missed assignments.

DELAYED OPENING/SCHOOL CLOSING

If the Glen Rock Schools delay the opening of school due to hazardous conditions, a *Honeywell* message will be sent to all homes. Information can also be found on the district website. After a delayed opening, the middle school will open at 9:50 a.m.

If the Superintendent determines that conditions warrant

schools being closed for the entire day, another Honeywell message will be sent out.

BOOKS AND EQUIPMENT

The school loans textbooks, library books, musical instruments, and some other materials to students. Students are responsible to maintain items loaned to them in the same condition as they were at the time loaned. Textbooks must be covered in order to protect them from excessive wear. Lost or damaged objects must be paid for or replaced.

PERSONAL PROPERTY/LOST AND FOUND

Students must assume responsibility for loss or damage of any personal property belonging to them. They should not bring expensive items to school.

Lost or misplaced articles should be taken to the office or placed in the lost and found bins as soon as possible. It is recommended that students use indelible marks to label materials and articles of value. If lost and found articles are not claimed within a reasonable amount of time, they will be donated to charity, or discarded.

BACKPACKS/BAGS

Backpacks are not permitted in classrooms. They must be emptied and stored in the student's hall locker. Small drawstring bags to hold small personal items are allowed to be carried during the day.

PHONES/ELECTRONICS

Use of cell phones/iPod/electronic watches are prohibited within the school building. These devices must be turned off and kept in student lockers for the duration of the school day, unless they have been requested by a teacher for a particular assignment or project. In this case, items should be put in the student's locked locker for safekeeping until the class period. Students may use office phones only for an emergency call to a parent/guardian. The office staff will not deliver messages from parents to students.

BICYCLES/SKATEBOARDS

Some students choose to ride bikes to school for transportation. A bike rack is located on the Hamilton Avenue side of the building. You are encouraged to register your bike with the Police Department, and to use a secure chain lock. Helmets are required. Please visit the school's website for a copy of the bicycle safety memo and permission slip.

Skateboards cannot be ridden on school property and must be stored in lockers. Helmets and protective pads are suggested.

DRESS CODE

Individual students and parents have the responsibility for student dress and general appearance. Students are expected to dress appropriately for the academic environment of a school.

The administration reserves the right to make the final decision regarding appropriate dress in school, as well as at all school-sponsored functions. Disregard for the school's dress code can result in disciplinary actions.

The following rules for student dress are to be followed:

- Shirts must completely cover the torso at all times
- No low cut or off the shoulder shirts
- No clothing that exposes undergarments
- No extremely low or oversized arm openings
- No backless shirts or dresses
- Shorts must be school appropriate and provide full coverage of the buttocks
- Flip flops, rubber beach sandals, sandals with platforms, slippers, and backless sneakers or clogs pose a safety hazard and are not appropriate for school. Therefore, all footwear must include a back strap or a full back.
- No pajamas of any kind
- No hats, hoods, roller shoes, or sunglasses.
- Any clothing that has writing or pictures suggesting violence, profanity, sexual connotation, tobacco, alcohol or drug use are not permitted.

LOCKERS/STUDENT SEARCHES

A hall locker for storage of coats, hats, books, and supplies is assigned by the administration. Keep your combination confidential and remember to check that your locker is locked. Use of locks other than those provided by GRMS is not permitted. It is the responsibility of each student to keep the locker neat and clean. Periodic locker cleanouts will be scheduled throughout the year. Students should not keep money or valuables in their lockers.

Student lockers (hall and gym) are the property of the Board of Education and are on loan to the students. The administration retains the right to open and search school lockers with or without the knowledge or presence of the student or parent involved, when circumstances are such that the protection of life and property demand such action.

The principal, or her designee, may conduct a search of a student's personal belongings if the search is necessary to maintain discipline and order in the school, and the school

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official has a reasonable suspicion that the student is concealing contraband. All searches and seizures conducted by designated school staff shall comply with the standards prescribed by the United States Court in *New Jersey v. T.L.O.*, U.S. 325 (1985), as set forth in Appendix C of the Attorney General's Statewide Action Plan for Narcotics Enforcement.

HEALTH OFFICE

Students who become ill during the school day should report to the **Health Office** after receiving permission from their classroom teacher. If necessary, a classmate will accompany the student to the nurse. If the nurse decides that the student is too ill to remain in school, she will telephone the student's parents/guardians and ask them to pick up the student or request permission for the student to be picked up. Frequent visits to the Health Office will result in parent contact by the Administration. Board of Education Policy addresses the dispensing of medications and external therapeutic treatment. A copy of the District's policy is available online. **These procedures must be followed without exception.** For more detailed information, please visit the student health services website.

CAFETERIA

All students eat lunch in the cafeteria. No one is excused to go home for lunch. Students may buy lunch or bring it from home. No ordering of food from outside services. Good behavior is expected during lunch. All students are to remain seated in the cafeteria except when they are getting food or cleaning up. **No food may be taken from the cafeteria.**

Lunch will be broken into two 22 minute periods. When not in the cafeteria during lunch, students will be scheduled for a Study Lunch or Recess, grouped by their respective teams.

There is no gum chewing allowed in school.

MEDIA CENTER

The Media Center contains a varied collection of resources. Classes, groups, and individual students may use the media center for research, book selection, and reading during the day. Students are also welcome to use the Media Center after school to complete homework assignments. Projects are planned by teachers, with assistance provided by the Media Center staff, to help students learn how to use the facility. All sixth graders receive an orientation by the Media Center specialist at the beginning of the school year. Media Center computers are available to students who have submitted an Acceptable Use Policy form signed by a

parent. The policy states that computer use is for educational purposes only. **Any violation will result in a suspension of privileges and disciplinary consequences.**

The Media Center is open until 4:00 p.m. daily and evenings, to be announced, from 7:00 p.m. to 9:00 p.m. During school hours, individual students must have a pass from a teacher to use the Media Center.

GUIDANCE

Glen Rock Middle School students enjoy the benefit of school counseling throughout the school year. Students may visit their school counselor by making an appointment or, in an emergency, by stopping in at the guidance office.

A counselor can assist students by assessing their strengths and limitations, helping them develop positive attitudes, guiding students toward making suitable decisions, assisting in solving personal problems, and helping in the discovery of talents and abilities.

Every student will have the opportunity to meet individually with his/her school counselor in order to plan a program for the next school year. Parents and students are encouraged to get to know their school counselor, and to work with them during the entire school year.

TECHNOLOGY

Release of Information

The Internet website, established by the Board of Education, shall not disclose on that website any personally identifiable information about a student without receiving prior written consent from the student's parent or guardian on a form developed by the Department of Education. The written consent form shall contain a statement concerning the potential dangers of the Internet.

As used in NJ Bill A592, "personally identifiable information" means student names, student photos, student addresses, student e-mail addresses, student phone numbers, as well as locations and times of class trips. A release form is included in each student's summer mailing.

Internet Access

Internet access is available to all students. The terms and conditions for use are set forth in Board Policy 3517.4. Be mindful that the privilege of use is extended for educational purposes only. Students who fail to comply with Board Policy will lose Internet privileges. Also, they may be subject to disciplinary action as well as civil/criminal penalties.

Within the first week of school parents will receive a copy of the Agreement for Use of the District's Telecommunications (Internet) System. (Internet permission

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forms are issued upon entrance into the Glen Rock school system). This must be signed by parent/guardian as well as the student. If it is not signed, it is presumed that parental permission for Internet use is not granted and student will be denied access to the Internet.

Glen Rock Middle School Bell Schedule

Regular Schedule

Per. 1	7:50 - 8:35
Per. 2	8:39 - 9:24
Per. 3	9:28 - 10:13
Per. 4	10:17 - 11:02
Per. 5	11:06 - 11:51
Per. 6	11:55 - 12:40
Per. 7	12:44 - 1:29
Per. 8	1:33 - 2:18
Per. 9	2:22 - 3:07



Early Dismissal

Per. 1	7:50 - 8:20
Per. 2	8:24 - 8:51
Per. 3	8:55 - 9:22
Per. 4	9:26 - 9:53
Per. 5	9:57 - 10:24
Per. 6	10:28 - 10:55
Per. 7	10:59 - 11:24
Per. 8	11:28 - 11:55
Per. 9	11:59 - 12:26



Delayed Opening

Per. 1	9:50 - 10:21
Per. 2	10:25 - 10:56
Per. 3	11:00 - 11:31
Per. 4	11:35 - 12:06
Per. 5	12:10 - 12:43
Per. 6	12:47 - 1:20
Per. 7	1:24 - 1:57
Per. 8	2:01 - 2:32
Per. 9	2:36 - 3:07



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BULLYING BEHAVIOR CHART

"Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L.2010, c.122 (C.18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that: a. a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; b. has the effect of insulting or demeaning any student or group of students; or c. creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Anti-Bullying Specialist: Melissa Brinton- Phone: 201-445-7700 x8930 Email: brintonm@glenrocknj.org
 How to Report an Incident/Where to find an Incident Reporting Form: Reporting Form and information is available on the District's Home Page. There is an HIB tab under **Parents/Students**.

Physical aggression, verbal harassment, emotional humiliation and social alienation are all forms of bullying behaviors. Each of these three major types of bullying can be further divided into verbal and nonverbal behaviors. The six categories of bullying behavior exist along a continuum from low-level to violence to more severe violence.

Physical Harm to another's body or property		Emotional Harm to another's self worth		Social Harm to another's group acceptance	
Verbal	Non verbal	Verbal	Non verbal	Verbal	Non verbal
Taunting	Making threatening gesture	Insulting remark Calling names	Giving dirty looks Holding noses or other insulting gestures	Gossiping Starting/ spreading rumors	Passively not including someone in group Playing mean tricks
Expressing physical superiority	Defacing property Pushing/shoving Taking small items from others	Insulting family Harassing phone calls Insulting intelligence, athletic ability, etc.	Defacing school- work Falsifying school-work Defacing personal property clothing, etc.	Insulting race, gender Increasing gossip/ rumors Undermining others' relationships	Making someone feel/look foolish Excluding someone from the group
Making repeated and/or graphic threats	Destroying property Setting fires Biting Physical cruelty Making repeated, violent, threatening gestures	Frightening with phone calls Challenging in public	Ostracizing Destroying personal property or clothing	Threatening total group exclusion	Arranging public humiliation Total group rejection/ ostracizing

HARASSMENT, INTIMIDATION AND BULLYING

(Policy 5131.2 Approved: August 29, 2011)

The board of education prohibits acts of harassment, intimidation, or bullying. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate in a safe environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

Definitions:

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or technological threat whether it be a single incident or a series of incidents that takes place on school property, at any school sponsored function, going to and/or from school, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils and

- A. Is reasonably perceived to be motivated by an actual or perceived characteristic, including but not limited to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, a mental, physical or sensory disability; social standing, or by any other distinguishing characteristic; and
- B. A reasonable person should know, under the circumstances, that the act(s) will have the effect physically or emotionally harming a pupil or damaging a pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- C. Has the effect of insulting or demeaning any pupil or group of pupils;
- D. Creates a hostile "educational environment for the pupil by interfering with the pupil's education or by severely or pervasively causing physical or emotional harm to the pupil;
- E. "Technology threat" means threats or acts of harassment, intimidation or bullying, made using any modern or electronic forms of communication including but not limited to: cell phones, pagers, text messages, e-mails, chat rooms or blogs, websites, instant messengers, fax machines, voicemail or any other channel of communication.
- F. "Threat" means any communication in which the content or message is intended or may be perceived as jeopardizing the safety or physical and/or emotional

integrity of a member of the school community.

- G. "Member of the school community" includes all pupils, teachers, school administrators, staff members, school board members, school employees and volunteers.

Acts of harassment, intimidation, or bullying may also involve a pupil exercising power and control over another pupil, in either isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

Policy adoption and distribution

A policy on harassment, intimidation and bullying shall be adopted through a process that includes representation of parents/guardians, school employees, volunteers, pupils, administrators and community representatives. It shall be posted on the district's website as well as the website of each school with direct links on the school and district home pages to the policy. The policy shall be reviewed annually and shall be distributed annually to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils and parents who have children enrolled in a school in the school district, along with a statement explaining that the policy applies to all acts of harassment, intimidation and bullying, that occur on school property, at school-sponsored functions or on a school bus and, as appropriate, acts that occur off school grounds.

Notice of the district's policy shall appear in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures and standards for schools within the school district.

The name, school phone number, school address and school email address of the district anti-bullying coordinator be listed on the home page of the district's website. Each school's website home page shall list the name, school phone number, school address and school email address of the school anti-bullying specialist and the district's anti-bullying coordinator. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the department of education's website.

A copy of the policy on harassment, intimidation and bullying shall be transmitted to the executive county superintendent no later than September 1, 2011.

Training

The chief school administrator and the principals shall provide training on the school district's harassment, intimidation, or bullying policies to school employees, contracted service providers and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in the statutes and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying. The school district's employee training program shall include information regarding the school district policy against harassment, intimidation or bullying, which shall be provided to full-time and part-time staff, contracted service providers and school volunteers who have significant contact with pupils.

The chief school administrator shall develop and implement a process for annually discussing the school district policy on harassment, intimidation and bullying with pupils. The chief school administrator and the principals shall annually conduct a re-evaluation, reassessment, and review of the harassment, intimidation and bullying policy, with input from the school anti-bullying specialists, and recommend revisions and additions to the policy as well as to harassment, intimidation and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review. All policy revisions shall be transmitted to the executive county superintendent.

Expected Behavior

Consistent with their levels of development, maturity and demonstrated capabilities, pupils are expected to conduct themselves with a proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment, consistent with the student code of conduct.

Standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), and staff and community members, to produce an atmosphere that encourages pupil growth in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members.

Pupils are expected to behave in a manner that creates a supportive learning environment for themselves and others. The board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use disciplinary situations as opportunities to help pupils learn

to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply the best practices designed to prevent discipline problems and to encourage pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the chief school administrator, in conjunction with school staff, volunteers, and appropriate community organizations and approved by the board. These guidelines will be developed based on accepted core ethical values from broad community involvement with input from parent(s) or legal guardian(s) and other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the age level of the pupils and the mission and physical facilities of the individual schools in the district. This policy requires all pupils in the district to adhere to these rules and guidelines and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules and guidelines. The district prohibits active and passive support of harassment, intimidation, or bullying. Pupils are encouraged to:

- A. Walk away from acts of harassment, intimidation and bullying when they see them; and/or
- B. Constructively attempt to stop acts of harassment, intimidation and bullying; and/or
- C. Provide support to pupils who have been subjected to harassment, intimidation and bullying; and/or
- D. Report acts of harassment, intimidation and bullying to the designated school staff.

Pupils are required to conform to reasonable standards of socially acceptable behavior, respect the person, property and rights of others, obey constituted authority, and respond to school district teaching, support, and administrative staff. All relevant personal factors and environmental factors shall be considered in determining the appropriate remedial measures. Each principal will develop and provide a school-based program for appropriate recognition of positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

The chief school administrator will provide annually to pupils and their parent(s) or legal guardian(s) the rules of the district regarding pupil conduct, pupils' due process and other rights. This policy will appear in all publications of the school district's comprehensive rules, procedures, and standards of conduct for schools within the district, including pupil handbooks. Provisions will be made for informing parent(s) or legal guardian(s) whose primary language is other than English.

Consequence and Appropriate Remedial Actions

The following factors will be considered in determining the appropriate response to pupils who commit one or more acts of harassment, intimidation, or bullying:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm;
3. The surrounding circumstances;
4. The nature of the behavior(s);
5. Past incidences or continuing patterns of behavior;
6. The relationships between the parties involved; and
7. The context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. An appropriate consequence will be determined after meaningful consideration of these factors. Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion. The appropriate consequence will be consistent with the case law, federal and state statutes, and district/school policies and regulations. Remedial measures shall be designed to correct the problem behavior; prevent another occurrence of the problem; protect and provide support for the victim of the act; and take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Since bystander reaction toward harassment, intimidation or bullying can support or discourage these behaviors, the Glen Rock Board of Education prohibits active or inactive support for harassment, intimidation or bullying. The board encourages pupils to walk away from these when they see them occur, and/or to support fellow pupils who constructively attempt to stop these acts and/or report them to the designated school authority.

Anti-Bullying Personnel

Existing personnel and resources shall be used to fill these positions whenever possible.

The chief school administrator shall appoint an anti-bullying coordinator who shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of pupils;
- B. Collaborate with district school anti-bullying specialists, the board of education, and the chief school

administrator to prevent, identify, and respond to harassment, intimidation, and bullying of pupils in the district;

C. Provide data, in collaboration with the chief school administrator, to the department of education regarding harassment, intimidation, and bullying of pupils;

D. Meet at least twice annually with the individual school's anti-bullying specialists and

E. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no such individual exists, the principal shall appoint a school anti-bullying specialist from currently employed school personnel.

The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety Teams

The district shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. A school safety team shall meet at least twice a year and shall consist of the principal/designee who, if possible, shall be a senior administrator in the school and the following principal appointees:

- A. A teacher in the school;
- B. A school anti-bullying specialist;
- C. A parent of a pupil in the school; and
- D. Other members to be determined by the principal.

The school anti-bullying specialist shall serve as the chair of the school safety team. The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation,

or bullying;

C. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;

D. Review and strengthen school climate and the policies of the school in order to prevent and/or address harassment, intimidation, or bullying of pupils;

E. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and/or address harassment, intimidation, or bullying of pupils;

F. Participate in the required training and other training which the principal or the anti-bullying coordinator may request;

G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and

H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or the anti-bullying coordinator.

The members of a school safety team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches.

A parent who is a member of the school safety team shall not participate in any activities of the team which may compromise the confidentiality of a pupil.

Reporting Procedure

All acts of harassment, intimidation, or bullying shall be reported verbally to the principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident. The principal shall inform the parents or guardians of all pupils involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services. All acts of harassment, intimidation, or bullying shall be reported in writing to the principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a pupil had been subject to harassment, intimidation, or bullying. Reports by pupils, parents and/or visitors may be made anonymously, but formal disciplinary action shall not be based solely on the basis of an anonymous report.

A board member, school employee, contracted service provider with contact with pupils, pupil or volunteer who has who has witnessed or has reliable information about an act of harassment intimidation or bullying shall immediately report the incident to the individual designated

by this policy or to any school administrator or safe schools resource officer who shall immediately institute the district's procedures concerning bullying. A school administrator who receives such a report, or should have known of such an incident, and fails to take sufficient action to minimize or eliminate the harassment, intimidation or bullying may be subject to disciplinary action.

A member of a board of education or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in the district's policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

Investigation

The Glen Rock Board of Education requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation or bullying. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel to assist in the investigation.

The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. The school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information received after the report has been submitted to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation. The chief school administrator shall assure the code of pupil conduct has been implemented and shall:

- A. Provide intervention services,
- B. Establish training programs to reduce harassment, intimidation, or bullying and enhance school climate,
- C. Impose discipline,
- D. Order counseling as a result of the findings of the investigation, or
- E. Take or recommend other appropriate action.

The results of the investigation shall be reported to the board of education no later than the board meeting

following the completion of the investigation, along with information on any consequences imposed under the code of pupil conduct, intervention services provided, counseling ordered, training established, or other action taken or recommended by the chief school administrator.

Parents/ guardians of the pupils who are parties to the investigation shall be entitled to receive information about the investigation in accordance with federal and state law and regulation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board, in accordance with federal and state law and regulation. The information shall include:

- A. The nature of the investigation,
- B. Whether the district found evidence of harassment, intimidation, or bullying, or
- C. Whether discipline was imposed or services provided to address the incident

A parent or guardian may request a hearing before the board after receiving the information. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the pupils. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents prior to rendering a decision.

At the next regularly scheduled board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the commissioner of education, no later than the 90 days after the issuance of the board's decision; and a parent, pupil, guardian, or organization may file a complaint with the division on civil rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group.

The chief school administrator shall establish record-keeping practices that document the incidents reported and the resolution of those incidents and that create a defensible record which demonstrates the district's efforts of reduce harassment, intimidation and bullying.

A school administrator who receives a report of harassment, intimidation, or bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or

eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

Response to Incident of Harassment: Intimidation or Bullying

Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that require a response either at the classroom, school building, school district level, or by law enforcement officials. The range of ways to respond to an incident shall be defined by the principal in conjunction with the school anti

bullying specialist, but shall include an appropriate combination of counseling, support services, intervention services, and other programs, as defined by the commissioner. Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying range from positive behavior interventions up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and remedial measures for a pupil who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of pupil conduct and statute. Consequences and remedial measures shall be designed to

- Correct the behavior problem;
- Prevent another reoccurrence of the problem;
- Protect and provide support for the pupil; and
- Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

In considering whether a response beyond the individual is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based HIB prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the

school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

This policy and the code of pupil conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation or bullying occurring off school grounds when:

- The alleged harassment, intimidation or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
- A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his person or damage to his property; or
- The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
- The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

The responses to harassment, intimidation, or bullying that occurs off school grounds shall be consistent with the board of Education's code of pupil conduct and other provisions of the board's policy on harassment, intimidation, or bullying.

Discipline of Pupils

For every incident of HIB, the school officials must respond appropriately to the individual or individuals who committed the act. The range of responses to confirmed harassment, intimidation and bullying acts should include individual, classroom, school or district responses, as appropriate to the findings from each incident.

- Individual responses may include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report or other legal action).
- Classroom responses may include class discussions about an incident of HIB, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management.

- School responses may include theme days, learning station programs, parent programs and information disseminated to pupils and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
- District-wide responses may include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations) and disseminating information on the core ethical values adopted by the district board of education's code of pupil conduct.

In considering whether a response beyond the individual level is appropriate, the administrator will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incidences, past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

In all instances, the district shall respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. In providing support for the victims of harassment, intimidation and bullying the district may provide:

- Counseling;
- Teacher aides;
- Hallway and playground monitors;
- Schedule changes;
- Before- and after-school supervision;
- School transportation supervision;
- School transfers;
- Therapy.

Reprisal or Retaliation Prohibited

The district board of education prohibits a board of education member, school employee, contracted service provider who has contact with pupils, school volunteer or pupil from engaging in reprisal, retaliation or false accusation against a victim, witness, one with reliable information or any other person who has reliable information about an act of harassment, intimidation or bullying or who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the principal or his/her designee after consideration of the nature and circumstances of the

act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

Acts of reprisal or retaliation can have a chilling effect on a school environment and can create an atmosphere where alleged violations of this policy are not reported. It is important to establish and maintain the norm that all suspected acts of reprisal or retaliation are taken seriously and appropriate responses are made, in accordance with the totality of the circumstances. Inconsistent applications of appropriate responses to acts of reprisal or retaliation can contribute to the culture of violence that this policy is intended to prevent.

Consequences For False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another person as a means of harassment, intimidation, or bullying range from positive behavioral intervention up to and including suspension or expulsion, as permitted under New Jersey statute and code.

Consequences and appropriate remedial action for a school employee found to have falsely accused another person as a means of harassment, intimidation or bullying shall be disciplined in accordance with district policies and procedures.

Consequences and appropriate remedial action for a visitor or volunteer, found to have falsely accused another person as a means of harassment, intimidation, or bullying shall be determined by the principal or his/her designee, after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Harassment, Intimidation, and Bullying Prevention Programs

The chief school administrator shall develop an annual process for the principal(s) to discuss the school district's policy on harassment, intimidation, and bullying with pupils.

Pursuant to statute:

- A. Information regarding the district's harassment, intimidation, and bullying policy shall be incorporated into a school's employee training program.
- B. The district shall provide training on the school district's harassment, intimidation, and bullying policies to school employees and volunteers who have significant contact with pupils and develop a process for discussing the school district's harassment, intimidation and bullying policies with pupils.

- C. The school district may apply to the commissioner of education for additional costs due to the implementation of the relevant statutes.

Staff Development

Staff members are encouraged to become trained in skills and strategies for developing pupil self-discipline and to apply best practices for positive behavioral interventions. Therefore, this policy will serve as an opportunity to prepare staff to prevent and effectively intervene with instances of harassment, intimidation and bullying, as well as to use the policy as a prevention tool by explaining to pupils the district's expectations for their behavior, consistent with the provisions of the district's policy. For pupils to demonstrate preferred behaviors, it is important that they have a clear understanding of the district's expectations under the policy, the reasons for and benefits of the policy, as well as the consequences for violations of the policy.

It is mainly through explanation and dialogue with pupils, parents and staff that the district can clearly distinguish, for example, "friendly teasing" and "rough and tumble play" from harassment, intimidation and bullying. It is also through dialogue and discussion that the district can help pupils and staff discern between "telling" or responsible "reporting" (which is intended to keep someone from getting hurt) of acts of harassment, intimidation and bullying from "ratting" or "tattling." The employees of the Glen Rock School District are encouraged to use experiential learning techniques, such as role playing situations and other demonstration and modeling strategies in its information activities for pupils and staff.

School Reports on Harassment, Intimidation and Bullying

At a public board of education meeting once each semester, the chief school administrator shall report on acts of violence, vandalism, harassment, intimidation and bullying that occurred during the reporting period. The report shall include:

- A. The number of reports of harassment, intimidation, or bullying,
- B. The status of all investigations,
- C. The nature of the bullying based on one of the protected categories,
- D. The names of the investigators, the type and nature of any discipline imposed on any pupil engaged in harassment, intimidation, or bullying, and
- E. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

The information shall also be reported once during each reporting period to the department of education. The report must include data broken down by the enumerated categories and data broken down by each school in the district, in addition to district-wide data.

It shall be a violation to improperly release any confidential information not authorized by federal or state law for public release.

The report shall be used to grade each school for the purpose of assessing its effort to

Implement policies and programs consistent with the Anti-Bullying Bill of Rights. The district shall receive a grade determined by averaging the grades of all the schools in the district. The grade received by a school and the district shall be posted on the homepage of the school's website. The grade for the district and each school of the district shall be posted on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

Verification of the reports on violence vandalism, and harassment, intimidation, or bullying shall be part of the State's monitoring of the district, and the State board of education shall adopt regulations that impose a penalty on a school employee who knowingly falsifies the report. The board of education shall provide ongoing staff training, in cooperation with the department of education, in fulfilling the reporting requirements.

The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

The state issue report card shall include data identifying the number and nature of all reports of harassment, intimidation and bullying.

Classified Pupils

Classified pupils are subject to the same disciplinary procedures as nondisabled pupils and may be disciplined in accordance with their IEP. However, before disciplining a classified pupil, it must be determined that:

- The pupil's behavior is not primarily caused by his/her educational disability;
- The program that is being provided meets the pupil's needs.

Staff shall comply with state and federal law and the regulations of the New Jersey administrative code in dealing with discipline and/or suspension of all pupils with disabilities.

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" and requires districts to observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation or bullying.

Implementation

The chief school administrator shall ensure that the rules for this policy are applied consistently, and that all disciplinary sanctions are carried out with necessary due process.

Legal References:

N.J.S.A. 2A:4A-60 et al.

N.J.S.A. C:12-1

N.J.S.A. 2C:3319

N.J.S.A. C:39-5

N.J.S.A. 18A:61

N.J.S.A. 18A:111

N.J.S.A. 18A:36-19a

N.J.S.A. 18A:252

N.J.S.A. 18A:36-19^a

N.J.S.A. 18A:37-1et seq

N.J.S.A. 18A:37-15

N.J.A.C. 6A:14-2.8

N.J.A.C. 6A:16-1.1et seq.

N.J.A.C. 6A:16-1.4, -1.5,

-4.1, -5.1, -6.1, -6.2

N.J.A.C. 6A:32-12.1

N.J.A.C. 6A:32-12.2

AFFIRMATIVE ACTION

It is the policy of the Glen Rock School District not to discriminate on the basis of race, color, creed, religion, sex,

ancestry, national origin, social or economic status in its educational programs or activities and employment policies as is required by Title IX of the Educational Amendments of 1972. The Affirmative Action Officer is Dr. Kathleen Regan.

No pupil enrolled in the Glen Rock Schools shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, religion, sex, affectional or sexual orientation, national origin, place of residence in the district, social or economic condition, nonapplicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test.

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HALL PASS

Students are permitted to leave class only in special circumstances. Frequent requests to use the restroom will be referred to the nurse. Students are excused to go to the guidance office with a note from a counselor or when an obvious emergency exists. The pass must show that you are out of the room with the permission of the teacher, and include the date, time, and destination.

FIRE DRILLS

Fire drills are necessary for the safety of the students and faculty. Specific directions for reaching a point of safety are posted in each classroom. The fire alarm is a sound that is different from all other bells at school.

Students must follow their teacher's exit instructions, walk silently in an orderly file, and proceed to a distance approximately 100 feet from the building. When instructed by teachers, all students must return promptly to their classrooms in an orderly fashion. If you are walking through the halls and the fire alarm sounds, join the class closest to you and exit the building silently.

DRUG FREE SCHOOL ZONES

The Glen Rock Board of Education recognizes its responsibility to ensure the continuing cooperation between school staff and the law enforcement authorities in all matters relating to the use, possession and distribution of dangerous controlled substances and drug paraphernalia on school property. The Board shall, therefore, establish a formal Memorandum of Agreement with the appropriate law enforcement authorities and set forth policies and procedures after consultation with the County Prosecutor and approval by the County Superintendent of Schools. The Memorandum of Agreement shall be consistent with the School Zone Enforcement Code (N.J.A.C. 6:3-6:1-6:6), Statewide Action Plan for Narcotics Enforcement and the Attorney General's Executive Directive 1988/1.

THE GRADING SYSTEM

Upon entering the middle school, some students may experience a period of transition as they adjust to the expectations of their teachers and the middle school letter-grade system. Although effort may be considered in an evaluation, teachers give strong consideration to a student's level of ability and independence when completing a task, demonstrating a skill, or understanding a concept.

The grading system consists of thirteen letter grades. In equating daily/quarterly averages to these criteria, the percentage equivalents shall apply in every subject. This does not preclude a normal distribution of grades (curving

of test results) in a particular set of tests to insure fairness to students as it applies to validity and reliability.

A+ (97 and above)	B (83-86)	C- (70-72)
A (93-96)	B- (80-82)	D+ (67-69)
A- (90-92)	C+ (77-79)	D (63-66)
B+ (87-89)	C (73-76)	D- (60-62)
		F (59 and below)

REPORT CARDS

Report cards are available in the Genesis Parent Portal accessible via the school's website, which allows parents to see real-time status of their child's performance in each of their academic classes. The Gradebook feature, when accessed regularly, will allow parents to maintain current knowledge of their student's assignments, grades on those assignments, and overall average in each course.

If, because of a legitimate reason, a student fails to complete all the major assignments for the marking period (quarter), the student will be assigned a grade of **Incomplete (INC)** by the teacher. The student will be given ten (10) school days from the close of the marking period to submit the work or to take the required test(s). If the student fails to complete the required work within the ten school day period, the grade of **F (failure)** will be assigned for this work, and it will be averaged in with the other grades earned for the marking period.

MARKING PERIOD END DATES

Marking Period 1	
Marking Period 2	
Marking Period 3	
Marking Period 4	

ACADEMIC HONOR ROLL CRITERIA AND PROCEDURES

A. High Honor Roll

A student shall be placed on the high honor roll upon achievement of a grade of A in all subject areas except one, and that grade shall be no less than a B-. A student must receive a passing grade in Physical Education and Health.

B. Honor Roll

A student shall be placed on the honor roll upon achievement of a grade of A in at least one subject area and B in all other subject areas. No grade shall be less than a B-. A student must receive a passing grade in Physical

Education and Health.

NATIONAL JUNIOR HONOR SOCIETY CRITERIA

The Middle School National Junior Honor Society is open to seventh and eighth grade students with a grade point average (GPA) of 3.75 or higher during that year. Students who will be considered for membership into N.J.H.S. must be nominated by the faculty selection committee. The criteria for selection are also based on leadership, service, character and citizenship. Students must demonstrate participation in school and/or community activities. The faculty selection committee reviews each candidate's qualifications, while the principal provides final approval.

ACADEMIC HONESTY

Academic honesty promotes learning. Dishonesty interferes with learning. Students must submit work that is wholly and truly their own. Students who permit another student to commit academically dishonest acts will be held equally responsible. The penalty for academic dishonesty is a zero, or failure, for the piece of work and, in some cases, referral to the Administration. Some examples of academic dishonesty include but are not limited to: copying other student's homework and/or tests; plagiarism, using cheat sheets, note cards, or other illegal means of prompting memory on a test.

LEADERSHIP AND CITIZENSHIP AWARDS

Each year the Home and School Association and the American Legion recognize an outstanding eighth grade boy and girl for their Leadership and Citizenship Awards. Middle School faculty members nominate worthy students. Each nominee submits a profile of their qualifications, along with a statement of what leadership and citizenship means to them. The committee makes the final selection.

CLUBS AND CO-CURRICULAR ACTIVITIES

A full program of clubs and activities are offered. Clubs offered are listed on our website. Information regarding meeting dates, times, and locations will be provided in the Daily Bulletin on the website and shared on morning announcements. In order to participate in any MS extra-curricular activity, a yearly activity fee of \$25 must be submitted. Directions for payment can be found on the GRMS website.

ATHLETIC COMPETITION

There are interscholastic teams for boys and girls in soccer, cross-country, track & field, and basketball. In addition, the sports of baseball, volleyball and softball are

offered. Members of the Glen Rock Middle School athletic teams are required to conduct themselves as good citizens, both in school and out. Should a student sit out of physical education on any particular day, that student may not participate in extra-curricular athletics on the same day. Goals of the athletic program are to develop good sportsmanship in winning and losing, to abide by the rules of the game, to play to win and accept defeat, to build character, to earn the respect of teammates and opponents. Unbecoming conduct will result in disciplinary consequences. Daily attendance at practice is required. In order to participate in MS athletics, a yearly activity fee of \$100 must be submitted for each of the first two sports. Directions for payment can be found on the GRMS website.

Physical Examination and Parent Permission

Students wishing to participate in athletics must submit to an annual physical examination. Parents must sign permission forms for all sports in which the student intends to participate. Physical examinations are provided free in school, or a family physician may be used. Students will not be permitted to practice until proof of a physical exam, emergency information, and parent permission forms are submitted and recorded.

Team members are required to travel to and from away contests on the school bus in order to participate in the game. Parents may request in writing to transport their own child to or from athletic events on a case-by-case basis.

DUE PROCESS

Students or parents/guardians who wish to appeal a decision by local school officials may bring their appeal to the Superintendent of Schools. If dissatisfied with the superintendent's decision, students or their parents/guardians may appeal to the Board of Education.

COMMUNITY COMPLAINTS AND INQUIRIES

Please refer to GRBOE Policy 1312 for more information regarding constructive criticism of the District's programs, equipment, operations, and personnel.

VISITORS

Due to our legal and moral obligation to ensure the safety and security of every student and staff member, visitors to the building will only be permitted to enter the school if they have a scheduled and verified appointment with a teacher, counselor, or administrator. All visitors are required to present themselves at the Security Desk upon arrival. Visitors must present proper identification (driver's license

or another form of I.D.), sign in, and receive a visitor's sticker. Upon departure, visitors are required to return to the Security Desk and sign out.

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CODE OF CONDUCT

This set of expectations does not cover all acts of behavior. Any behavior that is inappropriate to community or school standards may be subject to the consequences established in the code of conduct, policy of the Board of Education, and/or other such consequences as judged appropriate by the Administration.

Minor Infraction: To be dealt with by the teacher
Major Infraction: Results in an office referral
Consequences: Will be determined depending on the severity of the infraction

Lunch Detention: Student will be in detention during lunch and study lunch.
AM Detention: 7:15 a.m. to 7:45 a.m.
PM Detention: 3:15 p.m. to 3:45 p.m.
ISS: In School Suspension
OSS: Out of School Suspension
Police Notification: Depending on the infraction and severity
Referral to Counseling: Depending on the infraction and severity. Includes referral to a school counselor, SAC, school psychologist, school social worker, and/or other staff or agencies.

ATTENDANCE

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	CONSEQUENCE
Tardy Class/School	A student is tardy if he/she is not in class when the bell rings or at the appointed time. A student arrives to school after the first bell.	Less than 5 tardies will be dealt with by the teacher.	An accumulation of 5 or more tardies will require office referral.	5 Tardies = 1 Det 10 Tardies = 2 Det 15 Tardies = 3 Det and parent meeting Excessive tardies to school will be addressed with parents and will be subject to petition in juvenile court.
Skipping Class/Truancy	Student leaves class/school without permission or stays out of class/school without permission. Student arriving to class five or more minutes late without permission.	Always a major infraction.	Always a major infraction.	AM/PM Detention ISS
Inappropriate School Location	Being in an unauthorized area of the building or grounds without permission from a teacher/administrator.	Always a major infraction.	Always a major infraction.	AM/PM Detention ISS

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BEHAVIORAL MISCONDUCT

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	CONSEQUENCE
Abusive/ Inappropriate Language	Any use of words, phrases, language, or gestures that are derogatory/sexual/inappropriate in nature for the school environment.	Not directed at any one person and/or of low intensity.	Directed at a person and/or of high-intensity.	Lunch Detention AM/PM Detention ISS OSS
Cheating/ Plagiarism/ Dishonesty/Breach of Integrity	Copying another student's work or answers or letting someone copy work or answers. Plagiarism - Copying text, photographs, or other materials/media into an assignment without citing the original source.	Teacher will call home to inform the parents of the infraction. Zero on the assignment Students are required to complete an alternate assignment to meet the original learning expectation.	Administration will assign detention	Lunch Detention AM/PM Detention Zero on assignment Alternate assignment
Continued and/or willful disobedience/ infractions	A repeated pattern of failing to abide by school rules.	Always a major infraction	Always a major infraction	AM/PM Detention ISS OSS Referral to counseling
Defiance/ Insubordination	Any behavior, activity, or action deliberately undermining any adult's authority.	Not following directions/ignoring request of adult.	Refusal or noncompliance after multiple requests from an adult.	AM/PM Detention ISS OSS
Disrespect/ Class Disruption	Any behavior that is interrupts or distracts from the learning environment.	Talking back Not following directions	Repeated inappropriate behavior.	Lunch Detention AM/PM Detention ISS OSS
Dress Code Violation	Student wears clothing or items that do not fit within the dress code guidelines established by the GRMS dress code and GRBOE policy.	Any violation that can be altered in the classroom to bring the clothing item into compliance with the dress code; Examples: turning a shirt inside out rolling down the waistband of a skirt, putting a belt on sagging pants.	Any violation that requires altering beyond the classroom environment. Repeated violations	If students cannot find appropriate clothing in the building, then parents will be called to bring appropriate clothes to school. Repeat violations will result in detentions.
Failure to do Assigned Discipline	Failure to do any assigned discipline.	Always a major infraction.	Always a major infraction.	AM/PM Detention ISS
Forgery	Falsification of any document; Signing someone else's name to a document.	Forged signature on class assignment.	Forged notes from parents, doctors, teacher, etc.	AM/PM Detention
Inappropriate Public	Any inappropriate public	Low intensity	Excessive, high intensity,	AM/PM Detention ISS

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Displays of Affection	displays of physical contact.	person-to-person contact such as hand holding, hugging, etc.	inappropriate physical/sexual contact.	OSS Referral to HIB Police may be notified Referral to counseling
Other/Procedural Violation	Behaviors other than the ones listed that disrupt learning.	Other minor problem behaviors.	Other major problem behavior	At the discretion of administration.

VIOLENCE AND VANDALISM

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	CONSEQUENCE
Bomb Threat/False Alarm	Intentional misuse of fire alarm; Any bomb threat(s) made toward school property; Intentional false reporting of serious acts of any nature	Always a major infraction	Always a major infraction	OSS Police notification
Conduct dangerous to the physical well-being of others	Students through their direct or indirect actions place another person in danger of physical harm, even if there was no intent to harm.	Silly horseplay, playful grabbing, pinching, nonaggressive punching or slapping, chasing, shoving, "Not keeping hands/feet to self."	Depending on severity	Lunch Detention AM/PM Detention ISS OSS
Fighting/Physical Aggression	Exchange of blows or assault of physical blows, such as hitting, slapping, pushing, shoving, etc; This includes students who instigate fights.	Always a major infraction	Physical contact with the intent or having the outcome to cause injury or harm; also includes instigating or promoting a fight.	AM/PM Detention ISS OSS Police may be notified Referral to counseling
Harassment/Intimidation/Bullying	Any gesture written, verbal or physical that disrupts a students' ability to learn or the school's ability to educate its students in a safe environment. Bullying consists of any words or actions that harm or threaten to harm. See GRBOE policy.	See GRBOE policy.	See GRBOE policy.	AM/PM Detention ISS OSS Police may be notified Referral to counseling
Theft	Taking property that belongs to someone else without permission or items that require payment without paying for them.	Always a major infraction.	Stealing, possessing stolen property, aiding in stealing.	AM/PM Detention ISS OSS Police may be notified
Threat	Threat of harm directed at a student or adult or property; threat of harm to oneself.	Always a major infraction	Always a major infraction.	AM/PM Detention ISS OSS Police may be

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				notified Referral to HIB Referral to Counseling
Use/Possession/ Distribution of Drugs, Alcohol, or Tobacco	<p>Possessions of drug paraphernalia, including electronic cigarettes and vaping devices</p> <p>Possession and/or use of, or being under the influence, of alcohol or drugs at school or at any school-sponsored activity. See GRBOE policy.</p>	Always a major infraction	Always a major infraction.	<p>OSS (1-9 days)</p> <p>Police notification</p> <p>Drug/alcohol screening and assessment</p> <p>Referral to SAC</p>
Use/Possession of Weapons	Possession of firearms or dangerous weapon/instruments and/or any object that can reasonably be considered a weapon or is used as a weapon. This includes objects made to look like dangerous instruments. See GRBOE policy.	Always a major infraction	Always a major infraction.	<p>OSS</p> <p>Police notification</p>
Vandalism	The destruction, marring, or defacing of someone else's personal property or school property. See GRBOE policy.	Breaking writing utensils, kicking furniture, mishandling textbooks/library books, tearing up paper/assignments, handouts.	Broken windows/ damaged property as result of horseplay/ aggressive behaviors, etc., or painting on school property.	<p>AM/PM Detention</p> <p>ISS</p> <p>OSS</p> <p>Police may be notified</p> <p>Referral to counseling</p> <p>Monetary restitution is required for damages.</p>

GLEN ROCK MIDDLE SCHOOL HANDBOOK

POSSESSION/USE OF MATERIALS THAT VIOLATE SCHOOL POLICY

INFRACTION	DEFINITION	MINOR INFRACTION	MAJOR INFRACTION	CONSEQUENCE
Technology Violation	Student engages in inappropriate use of computer. Reference: Acceptable Use Agreements.	Using music/video players, cameras, computers, etc. without permission; Being off task while using computer; Accessing benign web addresses not authorized by a teacher.	Intentionally trying to access or accessing material that is inappropriate, offensive, or otherwise blocked; Bypassing filters, downloading without permission; Altering or adding to any existing area of the computer.	Loss of technology use AM/PM Detention ISS OSS
Cell Phone/Electronic Device Violation	Possession/use of cell phones, iPods, MP3 players, laser pointers, video games, or other electronic devices without permission.	Single offense or minor offense.	<p>Taking photographs or videoing other students or staff without the permission of every person involved.</p> <p>Repeated electronic use without permission.</p>	<p>1st offense: Student can pick up electronic device from office at the end of the day.</p> <p>2nd offense: Confiscated and must be picked up by a parent during school hours.</p> <p>3rd offense: Confiscated and phone must be given to the office each day for 5 days.</p> <p>Additional offenses: Continued violation of permitted cell phone usage will result in additional consequence, including suspension.</p> <p>Transmission of inappropriate pictures may result in legal action.</p>
Use/Possession of Inappropriate Items	Bringing items inappropriate for, or disruptive to, the school environment, including but not limited to, photos, toys, fireworks, etc.	Single offense or minor offense.	Depending on the nature and severity of the infraction.	AM/PM Detention ISS OSS Possible Police Referral